

Ysgol Gynradd *Griffithstown* Primary School

PROSBECTWS / PROSPECTUS
2021 / 2022



INSPIRE CHALLENGE ACHIEVE
YSBRYDOLI HERIO CYFLAWNI

Ysgol Gynradd Griffithstown Primary School

*INSPIRE CHALLENGE ACHIEVE
YSBRYDOLI HERIO CYFLAWNI*



Head: Mr N Blackburn

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Website: www.griffithstown-primary.co.uk

Twitter: @Griff_HEAD or @Griff_DEPUTY

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Dear Parents/Carers/Guardians

Welcome to Griffithstown Primary School. We are delighted that you chose this school for your child. We are confident that their time here will be happy and rewarding.

The prospectus provides a range of information about the school organisation, the school curriculum, extra curricular activities and other details which you will find useful.

Our mission statement is 'Inspire, Challenge, Achieve'. I recognise the tremendous opportunity we have to work in partnership to ensure that your child reaches their full potential and develops a love of learning that continues as a lifelong skill.

Communicating with parents, carers or guardians is a key priority. Newsletters, reports, open days, consultations, visits, special events and an 'open door' policy all support the development of a healthy and productive home-school partnership.

I look forward to meeting with you on many occasions in the future and wish you to know that parents, carers or guardians are invited to contact school about any issues of concern at any time.

Cofion,

Mr N Blackburn
Head Teacher

Ysgol Gynradd Griffithstown Primary School

INSPIRE CHALLENGE ACHIEVE
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Mission Statement

Inspire, Challenge, Achieve

Vision

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21st century.

Aims

We will:

1. Ensure we promote and develop professional learning and leadership qualities for all staff and have a workforce ready to engage fully with the challenges of the the new curriculum.
2. Set aspirational targets and celebrate achievements through self review in partnership with children, staff and parents, governors and the wider community.
3. Plan schemes of work that are challenging and linked to statutory orders, including the Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF)
4. Ensure meaningful opportunities to develop our knowledge and understanding of Welsh language, Welsh culture and diversity in our modern country.
5. Ensure that school prepares children for the 21st century: developing ICT skills, environmental awareness, and promoting a commitment to health / well being in all aspects of life
6. Develop spiritual awareness, mutual respect, and promote inclusion and equal opportunities through the Strategic Equality Plan (SEP)
7. Work enthusiastically with other schools, service providers, outside agencies and all other bodies and organisations to deliver excellent standards of achievement, behaviour, attendance and punctuality



Staff Structure for 2021 / 2022

Leadership Team

Headteacher: Mr N Blackburn

Deputy Head: Mrs C Pugh

ALNCo: Mrs S Hawksworth

Basic Skills Leader: Miss R Phillips

New Curriculum and Professional Learning Leader: Mr I Pembrey

Key Stage 2 Leader: Mrs K Witherall

Foundation Phase Leader: Mrs D Hall

Teachers

<i>Nursery</i>	Mrs L Jordan Richardson
<i>Reception</i>	Miss R Phillips
<i>Reception / Year 1</i>	Mrs S Hawksworth / Mrs Linton
<i>Year 1</i>	Mrs K Taylor
<i>Year 2</i>	Mrs D Hall
<i>Year 2</i>	Miss C Evans
<i>Year 3</i>	Mr J Blackmore
<i>Year 3</i>	Mrs J Crane-Brown / Mrs C Cox
<i>Year 4</i>	Mrs K Witherall
<i>Year 4</i>	Miss Z Young
<i>Year 5</i>	Miss R Thomas
<i>Year 5</i>	Mr O John
<i>Year 6</i>	Mr I Pembrey
<i>Year 6</i>	Miss C Kembrey

HLTAs

Mr P Sergeant	Mrs T Nightingale
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Teaching Assistants

Mrs R Lee	Mrs C Lewis
Miss S Long	Mrs H Mason
Mrs C Harris	Mrs J Morgan
Mrs S Aubrey	Mrs A Cleere
Miss D Sinagoca	Miss N Roche
Miss R Williams	Mrs B Barrett
Mrs J Probert	Mrs A Instone

School Support Staff

Mrs L James	Mrs K Parker
Miss N Roche	

Caretaker

<i>Relief Caretaker</i>	Mr D Lewis
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Senior Midday Supervisors

<i>Senior Midday Supervisor</i>	Mrs A Hughes
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Midday Supervisors

Mrs J Combstock	Mrs M Holder
Mrs E Shepherd	Mrs J Mortlock
Mrs E Ashcroft	Mrs S Davies
Mrs R Shortman	Mrs G Frampton
Mrs L Badham	

Relief Midday Supervisors

Miss G Howells	Mr J James
Miss R Brown	Miss H Lamb

GOVERNING BODY

The Governing Body has responsibility for the oversight of the running of the whole school. The Governing Body meets regularly and has a number of sub-committees dealing with finance, premises, the curriculum, appointments and discipline. An Annual Report is sent to all parents, carers, or guardians during each academic year. Governors serve for a term of 4 years. Parent Governors are your representatives. They are elected by the parents, carers, or guardians through a ballot.

Clerk/Clerc

Joanne Jayne

Community Governors

Victoria Campbell 27/09/2024

Sarah Jordan 27/09/2024

Allan Peploe 24/09/2021 (Chair of Governors)

Headteacher

Nicholas Blackburn

LA Appointed

Leanne Powell 21/03/2023

Paula Harris 21/03/2023

Anthony Hunt 14/12/2024

Community Governor Appointed By Pontypool CC

Cllr Norma Parrish 07/04/2023.

Parent Representative

Amy Phillips 14/10/2024

Shawney Lewis 14/10/2024

Nicola Powell 14/10/2024

Staff Representative

Joanne Probert 14/01/2022

Teacher Representative

Karen Taylor 17/01/2025

SUB COMMITTEES

Statutory Committees

The committees were appointed as below:

<u>Staff Disciplinary and Dismissal Committee</u> P Harris (c) A Hunt L Powell	<u>Staff Disciplinary and Dismissal Appeal Committee</u> N Parrish V Campbell (c) S Jordan
<u>Pupil Discipline & Exclusions Committee</u> N Parrish P Harris L Powell (c)	<u>Grievance Committee</u> P Harris (c) L Powell Vacancy
<u>Grievance Appeal Committee</u> V Campbell S Jordan A Hunt (c)	<u>Complaints Committee</u> P Harris L Powell (c) Vacancy
<u>Head Teacher Performance Management Committee</u> A Peploe (c) L Powell V Campbell	<u>Head Teacher Performance Management Appeal Committee</u> N Parrish S Jordan A Hunt (c)
<u>Pay Review Committee</u> A Peploe (c)	<u>Pay Review Appeal Committee</u> N Parrish

L Powell Vacancy	S Jordan A Hunt (c)
<u>Headteacher Capability Committee</u> V Campbell A Hunt (c) N Parrish	<u>Staff Capability Appeal Committee</u> P Harris (c) S Jordan Vacancy
<u>Headteacher and Deputy Headteacher Selection Panel</u> A Peploe (c) L Powell P Harris S Jordan V Campbell *Headteacher to be invited to attend the appointment of Deputy Headteacher only.	

Non-Statutory Committees

Governors agreed to a bespoke model as follows:

<u>Standards Committee</u> A Peploe (c) L Powell P Harris	<u>Resources Committee</u> A Peploe (c) P Harris K Taylor
<u>Staffing Requests</u> V Campbell (c) N Parrish Vacancy	<u>Staffing Requests Appeals</u> A Hunt (c) L Powell P Harris

(c) indicates the chair for the committee.

LINK GOVERNOR APPOINTMENTS

Child Protection / Safeguarding: P Harris

Looked After Children (LAC): P Harris

Additional Learning Needs (ALN): S Jordan

Basic Skills: A Phillips

Closing the Gap Governor (PDG/FSM): P Harris

More Able and Talented (MAT): V Campbell

Training Governor: A Peploe

Self-Evaluation Champion: A Hunt

Hwb Champion: K Taylor

Health and Safety: P Harris

Association of School Governors Representative: Vacancy

Blended Learning Champion: V Campbell

List of reserves for statutory/non-statutory committees

Governors agreed to be called from an agreed list in order unless one of the following applies:

- already a member
- has a vested interest
- disqualified by regulations/policy
- has sat on the first committee for which the meeting is an appeal

Governors agreed list:

1. V Campbell
2. P Harris
3. A Hunt
4. S Jordan
5. N Parrish
6. A Peploe
7. L Powell
8. J Probert
9. K Taylor

ADMISSION AND TRANSFER

The school offers part-time, (full-time in exceptional circumstances) education for pupils of 3 - 4 years in our Nursery. If space is available Nursery places are offered in January and April.

Full time education is offered from 4 - 11 years, at which stage transfer is made to secondary education. Griffithstown Primary School is part of the West Mon Comprehensive School cluster. All applications for school entry should be made to Torfaen Local Authority.

THE SCHOOL DAY

The school is open for 190 days per year and teachers attend six staff development (INSET) days.

Session Times for Nursery

AM session: 9.10am – 11.40pm

PM session: 1.00pm – 3.30pm

Session Times for Foundation Phase (Infants)

8.50 - Teacher on duty (as play timetable)

8.50 – Teachers in their rooms

9.00 – 9.10 Registration

9.10 – 9.30 Assembly

9.30 – 10.45 Teaching time

10.45 – 11.00 Play

11.00 – 12.00 Teaching time

12.00 – 1.00 Lunch

1.00 – 3.20 Teaching time

Session Times for Key Stage 2 (Juniors)

8.50 - Teacher on duty (as play timetable)

8.50 – Teachers in their rooms

9.00 – 9.10 Registration

9.10 – 9.30 Assembly

9.30 – 10.30 Teaching time

10.30 – 10.45 Play

10.45 – 12.20 Teaching time

12.20 – 1.15 Lunch

1.15 – 3.30 Teaching time

Teachers are on duty 10 minutes before the start of the day and *pupils should not arrive more than 10 minutes before the start of the school day* unless attending Breakfast Club. They are monitored on the appropriate playground areas until directed to their classrooms in time for registration at 9.00am. Parents, carers, or guardians must leave their children at the school doors (not including pupils with known needs or requirements).

Nursery children should enter school via their designated entrance at 9.10am

Any messages for teachers should be left with the teacher on duty or at the main office. Pupils are supervised during breaks by staff and at lunchtime by midday supervisors and teaching assistants.

LATENESS AND ABSENCE

A register is taken at the beginning of each morning and afternoon. Pupils arriving after 9.00am will be marked as late and parents, carers or guardians must sign the late book in the office. Likewise, Nursery pupils arriving after 9.10am or 1.00pm will be marked as late and parents, carers or guardians must sign the late book in the office.

Please notify the school by telephone on the first day of absence or in writing if your child is absent from school, as there are some absences which may be authorised.

As far as possible, please arrange for all routine appointments to be taken outside school hours. If you must have a day time appointment, please ensure your child is present for morning and afternoon registration.

Unauthorised absences will be pursued by the school and the Education Welfare Officer.

Holiday absence will be authorised if current attendance is above 95% and the previous year's attendance was above 95%. Parents and carers are strongly discouraged from taking children away from school during term time.

Percentage attendance	Equivalence in missed school time	Rating
100%	0 weeks of learning	Best chance of success – Exceptional!
95%	1 week 4 days of learning	Good chance of success - Well done!
*90%	3 weeks 4 days of learning	Reasonable attendance – But you're on my radar
85%	5 weeks 3 days of learning	Poor attendance – I'm worried
80%	7 weeks 3 days of learning	Very poor attendance – I'm concerned.
75%	9 weeks 1 day of learning	Extremely poor attendance – I'm seriously concerned.

*The attendance of all children below 95% is discussed with the Education Welfare Officer (EWO) each month. Parents are invited to formal meetings with the Head, EWO and link Governor when attendance goes below 90% and/or there are additional concerns, e.g. lateness.

ARRIVING/LEAVING SCHOOL

It is the parents, carers, or guardians responsibility to ensure that pupils arrive safely in school and are collected from school. All doors, other than the main school door will be locked at 9.00am to ensure school security. No admittance will be allowed through these doors after this time. At the end of the day, pupils are dismissed from the infant classroom/junior doors respectively. Infant parents, carers, or guardians

wait in designated areas near the classrooms and junior parents wait on the main yard.

Parents, carers, or guardians who deliver or collect their children from school by car should be reminded that to ensure the Health and Safety of all pupils it is essential that they **do not enter the car park** to drop children off or collect at the end of the day. Gates will be closed both at the beginning and end of the school day. Parents, carers, or guardians are also asked to ensure that they park appropriately outside school and are mindful of pedestrians and residents.

Parents, carers, or guardians are encouraged to walk their children to school whenever possible. The team at **Panteg House** kindly offer the use of the car park to parents, carers, or guardians – a very short walk to and from the school.

LUNCHTIME

School lunches are currently available each day at:

Infant meal: £2.30

Junior meal: £2.40

We are a 'Cashless' school and all transactions are electronic. We cannot process any other form of payment. Nursery parents will be uploaded to the cashless system in the first week in September. Nursery parents require a unique 'cashless' code to pay for fruit snack and trips etc. Your unique code will remain unchanged throughout FP and KS2.

If you do not wish your child to purchase a school meal, he/she may bring a packed lunch. We would encourage parents, carers, or guardians to support Healthy Eating by ensuring lunch box contents are healthy containing a balanced meal with fruit and vegetables. Fizzy drinks are **not** permitted and you should avoid chocolate bars and foods containing colourings.

FREE SCHOOL MEALS

Parents, carers, or guardians may apply for Free School Meals. Application should be made in advance of a child starting school. We would encourage all parents, carers, or guardians who are eligible to apply, even if they intend their child to bring in a packed lunch from home. Schools receive additional funding based on the numbers of Free School Meal pupils. ***Please apply if you are eligible, even if you do not want to use the option.***

BREAK-TIME SNACK

The school canteen provides healthy snacks for £1.50 per week. This must be paid for using your unique 'cashless' code. We are a 'Healthy School' and so **sweets, chocolates, crisps, cereal bars etc. are NOT permitted at break.**

LABELLING CLOTHES

Clothes **must** be labelled with your child's name. Names are what we look for when an item goes missing - without a label, clothes are difficult to recover. Every time you wash an item the biro will fade, so please check and rewrite as necessary. Children/family members are directed to lost items of clothing that are stored in the hall. At the end of each term, unclaimed clothes are disposed of at a recycling bank.

WATER IN SCHOOL

It is recommended that children drink at least two pints of still water a day. Research shows that dehydration is common amongst children and it impacts on their attention span, mood and health. Children must only bring sports' bottles because they have a pull up/push down top and the water will not spill if it is knocked over. Fresh drinking water is available throughout the school. **ONLY STILL WATER** is permitted: no fizz, flavouring or colouring. Children who do not like still water are not permitted to bring anything else. It is still water that medics recommend. It is not acceptable for children to share bottles. Bottles must be labelled with children's full names, with a label that will not come off.

DESIGNED TO SMILE PROGRAMME

All children in the Foundation Phase brush their teeth (in school) once per day. This is part of the '*Designed to Smile*' Programme. We have achieved 'Gold Award' recognition for participating in the programme. Fluoride applications are also done periodically with parental consent.

MILK

Milk is provided for all pupils in Foundation Phase. If any pupil has a milk allergy parents, carers, or guardians must inform the school. If pupils do not like milk for snack time, they are provided with a cup of water.

LITTER

Griffithstown Primary School endeavours to be litter-free school. All pupils are taught to care for our school premises and use waste bins. This may, for example, form part of Personal and Social Education, Science or morning assemblies. Pupils have a collective responsibility to maintain an orderly site. Please help us to monitor our litter free environment at the beginning and end of the school day.

THE CURRICULUM

We were inspected by Estyn in February 2019. Full copies of the report are available from:

- School office: 01495 759679
- School website: www.griffithstown-primary.co.uk
- Estyn website: www.estyn.org.uk

FOUNDATION PHASE (FP)

Foundation Phase is for children aged three to seven.

Learning and teaching in Foundation Phase is centred on creative and practical experiences relevant to children's developmental stages.

The Foundation Phase currently has seven 'Areas of Learning' which are:

Statutory Core Areas of Learning:

1. Personal and social development, well-being cultural diversity
2. Language, literacy and communication skills
3. Mathematical development
4. Physical development

Statutory Other Areas of Learning:

5. Welsh Language Development

6. Knowledge and Understanding of the World

7. Creative development

The 'Core' Areas of Learning are those which we must report to Welsh Assembly and which are used to rate the performance of the school.

KEY STAGE 2 (KS2)

Key Stage 2 is for children aged seven to eleven.

Statutory Core Subjects:

- English
- Mathematics
- Science

Statutory Foundation (Other) Subjects:

Information Technology	Design Technology	R.E.
History	Geography	Welsh
Music	Art	P.E.

Curriculum Developments

We are adapting our curriculum in both phases to incorporate the new curriculum areas or Areas of Learning and Experience (AoLEs). These will replace the existing subjects and comprise of:

Languages, Literacy and Communication	Mathematics and Numeracy
Science and Technology	Humanities
Expressive Arts	Health and Well-being

The 'Core' subjects are those which we must report to Welsh Assembly and which are used to rate the performance of the school. Children develop and apply ICT skills and 'Thinking' skills in all areas of the curriculum. We continue to develop the curriculum in line with the '**Successful Futures**' document by Professor Donaldson in preparation for statutory implementation in September 2022.

LITERACY NUMERACY FRAMEWORK (LNF)

Since September 2013, when the Framework was introduced, all lessons must have a basis in Literacy or Numeracy (use of English or Maths in a real or applied context) All pupils follow this Framework.

DIGITAL COMPETENCE FRAMEWORK (DCF)

The framework introduces and develops the skills needed to live and work in an increasingly online and digital world, ranging from communicating and collaborating to problem solving and handling online bullying. Like literacy and numeracy it applies across all subjects, developing skills and confidence in learners that make them adaptable to changes in technology over time. The framework has four strands of equal importance: **citizenship, interacting and collaborating, producing and data and computational thinking.**

NATIONAL TESTS

National tests for Year 2 to Year 6 are carried out in the summer term in Reading, Mathematical Reasoning and Mathematical Procedures. We try to make the preparation and subsequent test period as relaxed and stress free as possible.

PSE CURRICULUM

In addition to the other subjects taught we place a significant emphasis on developing excellent personal and social skills. As a school we use the SEAL initiative (Social and Emotional Aspects of Learning) to underpin our teaching of PSE. SEAL promotes the development of a school community that lives and learns in harmony, with respect and tolerance.

PHYSICAL EDUCATION

All pupils have at least 2 lessons per week.

In Foundation Phase this includes gymnastics, dance and games.

In KS2 swimming and athletics are added to the curriculum.

Adventurous activities include visits to Hilston Park:

Year 4: one day visit

Year 5: two night residential

Year 6: four night residential

Opportunities to extend Physical Education are presented through extra curricular activities, including football, rugby and netball.

WELSH

Welsh is taught throughout school as a second language. We follow progressive schemes of work and all pupils and adults are encouraged to use incidental language. The school is moving towards bilingualism by encouraging pupils to use a range of Welsh phrases incidentally. Staff attend in-service training to develop and improve their level of expertise. Cwricwlwm Cymraeg promotes Welsh Heritage and Culture, and underpins many curriculum areas. We encourage pupils to identify strongly with their Welsh background.

RELIGIOUS EDUCATION

Religious Education is a compulsory subject under the 1988 Education Reform Act. Through these lessons we aim to equip the child with a set of moral values and attitudes gained from the study of Christianity, other world faiths and moral issues. Daily assemblies are held which are Christian in emphasis. Pupils efforts are frequently recognised on these occasions and these assemblies form an important part of the school day. Parents are entitled to formally request that their child is withdrawn from assemblies e.g. on religious grounds.

RELATIONSHIPS and SEX EDUCATION

Relationships and sex education is provided to pupils in all year groups. We follow the Torfaen agreed policy and activities and concepts are pitched appropriately.

RSE is delivered cross curricular and in the majority of cases will not be taught in stand alone lessons. Families have the right to withdraw pupils from RSE on submission of a letter to the headteacher, but we request you talk to the class teacher and head before making your decision.

ADDITIONAL LEARNING NEEDS

Pupils who have additional learning needs, (learning or physical needs, sensory impairment, or very able), are identified in a variety of ways i.e. through the parents, carers, guardians, class teacher, external agencies. Our school policy adheres to the recommendations laid out in the special needs 'Code of Practice'. Our protocols and procedures are in line with the new ALN Bill. Pupils' needs are identified by the

class teacher and the ALNCo. Action Plans are developed for the pupil and currently reviewed termly. Parents, carers, or guardians are consulted and asked for their views at all stages. If necessary, the school may involve other outside agencies such as the Educational Psychological Service, Occupational Therapist, Speech Therapist, Audiometrician and Physiotherapist.

BASIC SKILLS

Pupils who are working below the expected level in maths or English are identified as 'Basic Skills' pupils. Intervention is developed and implemented to target gaps in knowledge, with the expectation that identified children are working at the expected level after a short period of time.

SCHOOL COUNCIL

Pupil views and opinions are sought through the use of a School Council. Representatives from a range of classes across the school are able to attend regular meetings where they are able to contribute to the formulation of school policies and help support whole school decision making.

RECORDING AND REPORTING PROGRESS

In Nursery and Reception, 'Baseline' assessments are carried out within the first 6 weeks of entry and information is reported to parents, carers, or guardians and shared with appropriate staff within school. Reception to Year 6 children are assessed using 'teacher assessment'. Teacher assessment is supported by children's books and test data. This is an on-going process which helps teachers and pupils to identify *next step* targets which can plug the gaps in a child's knowledge.

TARGET SETTING TO IMPROVE PERFORMANCE

The head teacher must publish targets relating to school improvement. These are decided by the leadership team, staff and governors, and form part of our School Development Plan.

Teachers will use their knowledge of children and information from school and national tests to set appropriate targets for pupils. Teachers will discuss their expectations with parents, carers, or guardians. We aim to introduce a level of challenge for all pupils.

What do the targets mean?

Children are assessed in a variety of other ways and at the end of the year. Using all relevant information teachers will indicate the level of performance a child has reached. This will be reported to parents, carers, or guardians at the end of each Key Stage:

- At the end of Year 2, a typical 7 year old will reach Foundation Phase Outcome 5. However, a significant number of pupils will achieve Foundation Phase Outcome 6, which is 'above expected'.
- At the end of Year 6, a typical 11 year old will reach Level 4. However, a significant number of pupils will achieve Level 5 which is 'above expected'.

Many factors can influence how a child performs such as attendance, behaviour and level of parental support and it is important for you to support the school's policies in these areas in order to help us enable your child to fulfil their maximum potential.

HOME LEARNING

Home learning activities are set for children. Parents, carers, or guardians can help greatly by assisting in the learning of spellings and revising multiplication tables. In addition we would encourage parents, carers, or guardians to spend time each evening reading and sharing books with their children. Books are brought home for this purpose. There will also be times when teachers require work to be completed at home. Many home learning tasks reinforce and extend class activities and are important to your child's progress. The home learning policy gives precise details of tasks, times, marking, monitoring and how parents, carers, or guardians can support their children. For children who take holidays in school time, work may be requested. **Note:** most children progress to 'free' reading books during Year 4 and will no longer have a 'reading scheme' book.

As a consequence of Covid-19 there will be a need for children to be taught via 'distance learning' for periods of time. Activities will be accessed via Hwb logins and pupils will be included in 'Teams' sessions.

SCHOOL UNIFORM

The wearing of uniform:

- gives pupils a sense of identity
- gives status to the school
- encourages pupils to dress neatly and wear suitable clothing

It is regarded by most parents, carers, or guardians as sensible and practical.

All items **MUST** be labelled and checked regularly because ink fades in the washing machine.

In keeping with 'Statutory guidance for school governing bodies on school uniform and appearance policies (Education, Wales (2019, No. 21))', please see the list items of clothing which are permitted to be worn in school. There are no requirements for items of clothing to only be worn by students of a certain gender.

- grey pinafore, skirt, culottes
- grey trousers or shorts
- blue and white gingham dress
- white or pale blue polo shirt
- navy sweat shirt or navy cardigan
- black shoes or black trainers

PE KIT

- T-shirt: Your child's HOUSE colour
 - Panteg: a plain **yellow** t-shirt
 - Griffiths: a plain **green** t-shirt
 - Thomas: a plain **blue** t-shirt
 - Kemys: a plain **red** t-shirt
- Black shorts or black joggers (in colder months)
- Plain trainers, daps or plimsolls

JEWELLERY

The wearing of jewellery is **not** permitted in school for safety reasons. However, exceptions, on religious grounds, may be made following discussion with the head. Earrings in the form of small plain studs are allowed. Watches are also permitted.

Please note all jewellery must be removed for P.E. lessons. Therefore we would ask that children **do not** wear earrings on P.E. days. No other body piercing is permitted.

HAIR STYLES / MAKE-UP

Pupils are expected to have a sensible hairstyle, and pupils refrain from wearing large bows and other hair decorations. No makeup is to be worn in school. We would appreciate it if parents, carers, or guardians only allowed children to have creative haircuts during long holiday periods so that by school time, these designs have grown out.

TELEPHONES

Pupils are not allowed mobile telephones whilst at school, unless they are deposited in the office at the start of the school day, and collected at home time.

We do not permit mobile phones on residential trips, unless there are exceptional circumstances. In such situations pupils' phones must be stored by the teacher in a secure place within the 'centre' and the school takes no responsibility for loss or damage of the device.

NON SMOKING ZONE

The entire school grounds are a designated no smoking zone, in addition it is now illegal for any person to smoke inside the school building. We would welcome your support in ensuring that the entire site remains smoke free. No eCigarettes are permitted on school premises.

DOGS

Dogs are not permitted at all on the school grounds. It is now **an offence** to bring a dog onto school premises.

ORGANISATION OF SCHOOL

All year groups are taught in open plan 'plazas' and each plaza can accommodate in excess of 60 pupils. This enables both teachers to share their expertise and organise the area without duplication to maximise space.

Nevertheless children are recorded on registers/placed in classes of appropriate size.

- In Foundation Phase the statutory class size is 30 pupils.
- In Key Stage 2 the class size of 30 is 'recommended' but we will always try to keep classes no larger than this according to age. However, there are occasions when we have to organise mixed age classes due to the number of pupils.

All teachers are able to arrange teaching groups within their class, so that they can develop the full potential of your child.

EXTRA CURRICULAR ACTIVITIES

A wide range of extra curricular activities are available during and out of school hours, including: Netball, Football, Rugby, Digital Leaders, Safe Cycling, and Choir.

BREAKFAST CLUB

Free Breakfast Club takes place every weekday from 8.20am. The last serving is at **8.45am**. The purpose of this club is to ensure that children eat a good meal at the start of the day. Therefore the children who attend **must** eat breakfast.

AFTER SCHOOL CLUB

After School Club: every day from 3.30pm – 5.30pm (5.15pm on Friday)

For details contact the ASC Team: **07940454060**

Cost (from September 2021): £5.00 per hour

EVENTS

All pupils have the opportunity to participate in performances/activities throughout the year, including concerts, eisteddfods, sports' day etc. We invite theatre groups, visiting musicians and speakers throughout the year.

RACE EQUALITY

The school is committed to race equality and promoting positive approaches to difference and fostering respect for others. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged.

EQUALITY AND DIVERSITY

The school has a detailed and regularly monitored Strategic Equality Plan (SEP). Our school policies are built on the need to ensure equal opportunities for all and to eliminate discrimination of all kinds. Every child in the school, regardless of race, language, gender, orientation or ability will be equally valued and have access to educational opportunities that are both diverse and of assured quality. Our pupils are encouraged to have a positive cultural identity. We explicitly celebrate our country's diverse culture and the school actively promotes positive attitudes to the linguistic and cultural nature of bilingual Wales. As a school we support and promote diversity and promote good relations between all people.

PUPILS WITH DISABILITIES

The school is aware of its obligations under the Equality Act 2010 to ensure that pupils with disabilities are treated equitably. The school is committed to eliminating the discrimination faced by disabled people and promote equality of opportunity. Disability is defined as a person with a physical or mental impairment which has a substantial and long term adverse effect on one's ability to carry out normal day to day activities. Schools must take all reasonable steps to avoid discrimination occurring. Policies, practices and procedures must be reviewed yearly on a continuing basis to ensure that disabled children are not placed at a substantial disadvantage.

The Governing Body will ensure that we:

- do not act in such a way as to render the Governing Body liable to claims for discrimination
- receive appropriate guidance and support the Governing Body in meeting their duties to pupils

CHILD PROTECTION STATEMENT

Child Protection Officer: Mr N Blackburn

Deputy Child Protection Officer: Mrs C Pugh

Child Protection / Safeguarding Governor: Mrs P Harris

All children deserve the opportunity to achieve their full potential. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children maybe abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Children may suffer physical, emotional, sexual abuse or neglect. Schools are well placed to observe outward signs of abuse, changes in behaviour or failure to develop. These signs do no more than give rise to suspicion: they are not in themselves proof that abuse has occurred. It is not the responsibility of any school staff member to investigate suspected abuse: we merely record information given to us and if it is required, referring on.

There is a duty to act rather than a tragedy occur or abuse continue. Consent is not required to make a child protection referral, but school will always inform parents of this referral unless it is deemed that this would put a child at further risk of harm. School must help parents, carers, or guardians understand our responsibility for the welfare of our pupils. This is part of our ongoing work of fostering good relationships with parents, carers, or guardians. Let there be no doubt that in the interest of children in our school, we will refer on to investigative agencies if we feel this is the right course of action.

Children and Family Services at Social Services, will investigate and it is important that families liaise with the authorities and not with school. It is not our role to make judgments. It is unacceptable for a parent to confront or abuse the Headteacher or members of the school staff if it has become necessary to make a referral.

HEALTH AND WELFARE

Keep us informed about any changes in your child's health. Please take advice from your GP if your child has an ailment that could be infectious to others.

ACCIDENTS OR ILLNESS AT SCHOOL

It is essential that we have correct and up to date contact details, for carers, or guardians. Mobile phone numbers tend to change frequently and it is essential that we are kept informed of all changes.

MEDICAL/DENTAL APPOINTMENTS

Please make every effort to arrange all routine appointments out of school hours. Otherwise, please arrange appointments during the mid morning or afternoon. So where possible, you bring your child into school at the start of the session, to get their attendance mark, then you collect your child slightly later for their appointment. Copies of appointment cards and letters must be presented to the office for school records.

MEDICINE

If your child requires medicine, it is **your** responsibility to make arrangements to dispense that medicine. Parents can complete documents (from the office) giving staff the authority to administer on their behalf. Please note this is prescribed medicines only. Please make sure that the medicine has the pharmacist dosage clearly visible; **we can not dispense from handwritten notes**. Parents, carers, or guardians of children who require asthma inhalers should provide a labelled inhaler

with written instructions of how to administer in an attack. Spare inhalers should be left in the school office.

HEADLICE

Headlice are an unpleasant but unavoidable feature of any school. Please treat your child immediately and repeat as per medical advice. Constant vigilance is the only answer. It is important that you inform the school so that a letter can be sent home to other parents, carers, or guardians.

VISITS BY THE MEDICAL SERVICES

You can make an appointment to see the school nurse if you have a specific concern. During the year you will be informed when the nurse and additional medical staff are visiting the school to complete a range of activities with pupils in Foundation Phase regarding, height, weight and vision.

SCHOOL GROUNDS

The school grounds are the property of Torfaen Local Authority and there is **NO** public right of way through the grounds. There are no parking facilities on the school grounds. Parents, carers, or guardians **must not** drive into the school grounds or hinder access. Anti social parking can be referred to the head teacher, and school will refer identified registration plates to the police (101)

VALUABLES

School takes no responsibility for the loss of any valuables, e.g. toys, electronics, jewellery and we advise that such items are left at home.

CHARGING AND REMISSIONS POLICY

From time to time educational visits take place, which may require transport or an entrance fee to be paid for. The Governing Body has agreed that we should seek contributions from parents, carers, or guardians so that such activities may take place. If there is insufficient funding, activities may be cancelled.

EDUCATIONAL VISITS

Educational visits are designed to support the curriculum and are always organised to enhance learning provision. You will always be fully informed of the details and nature of a visit.

COMPLAINTS PROCEDURE

Occasionally misunderstandings between school and home can occur. Please bring your concerns to the Headteacher. Under the Education Act 1988, there is provision for parents, carers, or guardians to take complaints to the Governing Body if they cannot be resolved by the school. A copy of the Complaints Procedure is available on the school website or can be requested from the office.

PASTORAL CARE AND GUIDANCE

All staff have responsibility for caring for your child but the class teacher will be the person with whom your child will naturally develop a close relationship.

We encourage children to:

- become confident
- act independently

- care for others
- be courteous
- be honest
- develop a responsible attitude to life

Older pupils have opportunities to take part in the running of the school and may become:

- House Captains / Vice Captains
- School Councillors
- Digital Leaders
- Eco Leaders
- Sport Ambassadors
- Criw Cymraeg Members

DISCIPLINE AND BEHAVIOUR/PASTORAL CARE

We are sure that you will share our expectation that children behave well at all times, including the journeys they make to and from school. We expect children to be courteous, display good manners and show respect for other people and their property. Children are encouraged to be patient and caring. Children will be expected to co-operate with teachers and other children and strive to achieve their potential. If behaviour becomes a cause for concern, parents, carers, or guardians will be contacted to support school in dealing with the matter. Our children follow the principles of Assertive Discipline.

Our rules are:-

- **To listen and follow instructions**
- **To respect and consider everyone and everything**
- **To be honest, polite and kind**

All staff promote rewards, rather than consequences, through house points, stickers, visits to the head or deputy, and phone calls home. All classes operate a traffic light system to support Golden Time rewards on Friday between 2.20pm and 3.15pm. Parents, carers, or guardians are expected to support the school in maintaining the highest standards of good order.

TEAM TEACH

Staff have been trained through Team Teach to ensure safety for staff and pupils when positive handling is needed.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.”

PARENTS, CARERS OR GUARDIANS INVOLVEMENT IN SCHOOL COMMUNICATION

- Newsletters are sent to parents, carers, or guardians outlining events for the term; reporting school news; informing about future plans; progress with school improvement.
- Reminders of specific events are sent to parents, carers, or guardians regularly.
- There are three notice boards around the main building, displaying school information.
- **School Website** - www.griffithstown-primary.co.uk
- **Twitter:** @Griff_HEAD, @Griff_DEPUTY and year group accounts are run and controlled by school.

PARENT/CARER PARTICIPATION

- We are always pleased to welcome parent helpers in school, whether assisting with school visits, concerts or other events. Parents, carers, or guardians who would like to assist in the classroom are especially welcome. Please note that parent volunteers are now required to complete checks with the Disclosure Bureau Scheme (DBS).
- Parent Consultations are held twice yearly and a written report is sent annually. This is a vital opportunity for teachers and parents, carers, or guardians to exchange information.
- Class assemblies and events are held throughout the year. Your attendance and support is welcomed and important.

FRIENDS OF GRIFFITHSTOWN SCHOOL (FOGS)

We encourage parents, carers, or guardians to join the FOGS to fund-raise, organise events for pupils and support school events. The FOGS are always looking for new members. Please come along to our meetings. Fund raising includes bingo or quiz nights, the summer fete, and discos and other fun activities.

AWARDS

Gwobr Efydd – Cymraeg Campus Bronze Award

Torfaen Healthy Schools Award Phase 6

UNICEF Rights Respecting Schools Award – Silver Rights Aware

NACE (National Association for Able Children in Education)

TRANSFER TO SECONDARY SCHOOL

Year 6 transfer to West Monmouthshire Comprehensive School unless parents, carers, or guardians have applied for other settings. Parents, carers, or guardians declare their secondary school preference on forms that are delivered to school in the autumn term. West Mon School works very closely with us to ensure a smooth, happy transition from primary to secondary. Children from several junior year groups spend numerous workshop days at the school and parents, carers, or guardians are also invited to the school to meet the head, explore and have questions and queries answered. School records and assessments are forwarded to secondary schools to ensure continuity. 'Enhanced' transition is organised for pupils who have specific needs, thus enabling a smooth transition for all learners.

SCHOOL TERM AND HOLIDAY DATES

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Thursday 02.09.21	Monday 25.10.21	Friday 29.10.21	Friday 17.12.21
Spring	Tuesday 04.01.22	Monday 21.02.22	Friday 25.02.22	Friday 08.04.22
Summer	Monday 25.04.22	Monday 30.05.22	Friday 03.06.22	Friday 22.07.22

Occasionally schools have to close as a result of bad weather or unavoidable emergencies such as loss of utility services. In the event of an unexpected closure, messages will always be tweeted and displayed on the school website.

Additional dates when school will be closed:

- INSET dates will be displayed on the school website, tweeted and in newsletters
- May Bank Holiday

PERFORMANCE DATA

Due to Covid 19, this data is not available for the academic year 2020/ 2021.

Kind Regards,

Nick Blackburn
Head Teacher